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CL 614 ML 714 Leading Groups and Organizations

Russell W. West

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CL614/ML714 Leading Groups and Organizations

Professor: Russell W. West, Ph.D.

Thursday 6:15 – 9:00 (BC157/FC208)

Course Description. Transforming large and small groups, including associations of multiple groups (organizations), requires exceptional insight and skill. This course will examine the social psychological aspects of leadership from both the classic literature and from Christian parallels. Organic systems and the impact of belief structures will frame the discussion.

Professor's Introduction. This course will be conducted in a non-conventional way. Rather than lecture about organizational behaviors, participants will be immersed in organizational behaviors through a real-time simulation called "The Doulos Group." The class will spend the semester launching a service learning agency. Each week, as peers take turns providing leadership and management for the organization, we will reckon with the theory behind situational developments, opportunities, set-backs and surprises. The simulation is designed to enhance and evaluate the leadership reflexes of course participants while offering a context for conceptual and practical organizational leadership mastery. The Doulos Group will be challenged to intentionally "leave a legacy" in several local organizations as consultants, team workers or researchers. Grading for the experience will be individually-based and team-based.

Office Hours and Location. Wednesdays 9:30-12:30; other times by appointment. Email for appointment. Phone: 858-2094. McPheeters Center, Level 3, Room 307. Email: russell_west@asburyseminary.edu.

Course Objectives/Module. At successful completion, students will be able to:

1. Demonstrate the ability to use organizational leadership learning by conducting organizational design, diagnostics and interventions.
2. Integrate organizational leadership concepts with one's ministry philosophy/practice.
3. Translate critical awareness of leadership reflexes to organizational performance.
4. Reflect increasing team intelligence by cooperating with group members to achieve a significant organization-based service learning project.

Terminal Objectives of the MACL/Missional Leadership. CL614 and ML714 are required courses within larger programs, (only offered as elective options to M.Divs). These programs have overall objectives. To review program objectives for each track respectively, see sections in current catalog entitled "Master of Arts in Christian Leadership" and "Doctoral Track in Missional Leadership."

Required Texts for Course (See "Read By" Dates Below)

Read By – Sep 14	<ul style="list-style-type: none">• Book(s): Part I of H. Tosi and N. Mero. <i>Fundamentals of Organization Behavior</i>. (FOB)• Article: J. Collins & J. Porras. <i>Built to Last: Successful Habits of Visionary Companies</i>.
Read By – Oct 7	<ul style="list-style-type: none">• Book(s): R. Quinn. <i>Building the Bridge As You Walk on It</i>.• Article: R. West. "Toward a Reflex Theory of Leadership Development"
Read By – Oct 28	<ul style="list-style-type: none">• Book(s): Part II of FOB; R. Kaplan, D. Norton. <i>The Balanced Scorecard: Translating Strategy to Action</i>.• Article: "Implementing a Balanced Scorecard Approach to Managing Hotel Operations"
Read By – Oct 28	<ul style="list-style-type: none">• Book(s): Part III of FOB; and P. Lencioni. <i>Five Dysfunctions of a Team</i>. Jossey-Bass.• Article: "Journey into the Soul of an Organization"
Read By – Oct 28	<ul style="list-style-type: none">• Choose One of Four Options (Graduate Participants Only)<ol style="list-style-type: none">1. Hans Finzel. <i>The Top Ten Mistakes Leaders Make</i>. Victor Books. OR2. <i>The Most Effective Organization in the U.S.: Story of the Salvation Army</i>. Crown. OR3. Peter Block. <i>Why Non-Profits Fail</i>. Jossey-Bass. OR• Choose One Below: (Doctoral Participants Only)<ol style="list-style-type: none">1. Chris Grey. <i>A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Organizations</i>. OR2. W. Richard Scott. <i>Organizations: Rational, Natural and Open Systems</i>.
Read By – Nov 11	<ul style="list-style-type: none">• Book(s): Part IV of FOB; and B. Oshry. <i>Seeing Systems: Unlocking the Mysteries of Organizational Life..</i>• Article: "Substitutes for Leadership"

Learning Activities and Assignments

Organization Learning Simulation ~ The Doulos Group. Your challenge in the class is to learn how to learn from organizational process as it is happening around you. No professor can teach you this. For this reason, the class will be experienced as the launching of service learning non-profit organization. On the first day of class, the professor will induct you into the “High Order of the Douloi,” an august company of past alumni and new friends who have walked this noble path of learning. At the ceremonial point wherein leadership as emerged, the comfortable boundaries between classroom and community, “off the air/ on the air” realities, student and change agent will be hopelessly blurred. The simulation is designed to be experienced through four interacting dimensions (discussed below):

- **Community Service Learning.** As the Doulos Group, you will launch an *actual* non-profit service learning agency designed to leave a legacy in the local communities where it is located over the semester (Central KY and Central FL). Your objective: *Leave a Legacy*. You will offer observations and lessons from this dimension in your final organizational learning paper.
- **Applied Organizational Leadership.** Doulos Group will be designed as a “leadership-intensive organization.” This invites peer leadership development evaluation. From the filing of state and federal charter papers, establishing a generative financial vision, to managing HR performance and policy, participants will develop organizational intelligence *by doing* it with real “clients,” real money, in real time. Each participant will have opportunity to model their leadership reflexes during demanding organizational episodes, tight performance timelines and chaotic “weather developments” (a.k.a. the ever-maniacal Dr. West). You will have to apply yourself to see leadership, membership, systemic, relational, temporal, political and spatial dynamics as (or before) they occur. You will offer observations and lessons from this dimension in your final organizational learning paper.
- **Team Leadership Intelligence.** In addition to organization-wide participation, the Doulos Group is will comprise of several service teams. The Doulos Group will be tasked with devising a performance review process that incorporates the energies of work leaders and workteams into an overall organizational evaluation process. Work teams will also be responsible for providing “in service” learning from course texts, (after a pattern to be determined by the organization’s leadership). You will offer observations and lessons from this dimension in your final organizational learning paper.
- **Personal Leadership Reflex Conditioning.** You will serve in multiple leadership and member roles throughout the semester. At the conclusion of each leadership assignment, you will undergo various evaluations: (1) **“Peer Leadership Reflex Evaluations” (PLRE)**; PLREs are conducted by self, Doulos Work Leaders and Associates. (2) **“After-Action Reports” (AARs)** describe challenges of leadership episodes to which you were assigned, especially “do over” learning about your reflexes in the process. (3) **“720 Degree Evaluations”** (360° Within - 360° Without) will be made part of the integrated staff performance process of the Doulos Group. As much of this will be submitted to the Doulos Organization, you will request a copy from the HR unit of Doulos to include with your final organizational learning paper.

Assignments

1. **Organizational Learning Paper.** Reflecting on multi-layered observations of of the Doulos Group simulation, you will write a scholarly organizational learning paper. The paper allows you to demonstrate how you are framing the leadership lessons for yourself. Using the four-part pattern offered by the professor, you will emphasize how these lessons have impacted your own ministry leadership values, philosophy and practices. Papers with the best grades will make obvious to the professor how you have adopted, adapted and integrated concepts from the course materials – texts, axioms, lectures and conversations – into your emerging leadership ethic. The paper be organized under four sections: *organization-wide leadership focused learning; team leadership learning, personal leadership focused learning and axiom interaction.* **7-10 Pages double-space. Due: Nov 30.**
2. **Executive Interview. Leadership Reflex Interview.** We intend to explore Dr. West’s grounded theory of leadership reflexes this semester. As a way to add depth to this conversation, you will conduct one field interview of an executive leader in your world. The interview will invite the selected leader to describe 3-5 leadership episodes where they performed at “their leadership best” or “their leadership worst.” You will seek to analyze these interviews for how that leader’s leadership reflexes functioned in that episode. You will write

up the interviews as “Introduction of the Leader” (brief biographical description) “Episode One,” “Episode Two,” Etc. “Leadership Reflex Analysis” and Conclusion. Using descriptions from West’s Leadership Reflex Inventory, describe what you deem to be the dominant patterns present in the leader’s reflexes. **5-7 Pages double-space, plus Interview Questions as Exhibits. Due: Nov 16.**

3. **“CRIB Notes.”** “C.R.I.B.” stands for “critique, reflection, integration with a book.” You will write a brief CRIB Note for *each book and article*. Notes will form the basis of class discussions and peer instruction. CRIBS will be collected and reviewed, but not returned. **Due: See “By Dates.”**
4. **DOCTORALS ONLY ~ Qualifying Exam Questions.** In order to help those who will use this class for future qualifying examinations, doctoral participants will submit two exam questions reflecting on what you deem to be substantive issues of the course. This is a non-graded assignment. Two Paragraphs, with citations from texts.

Housekeeping Issues

- **Grading.** This course uses the Asbury grading scale as stated in the catalog. As a matter of grading philosophy, it is possible to receive FULL CREDIT (F/C) if you have complied with all instructions, demonstrated superior mastery and integration of course material and submitted it in scholarly and interesting ways. Under this philosophy, “A” quality grades are possible for an entire class; however, at Asbury a “B” quality grades are consider very good work. All submitted work is treated as “formative evaluation” material, therefore I may invite resubmissions (with instructions). I will take grading opportunities to reflect on who you are becoming personally, vocationally, professionally; I will offer comments on your performance to that end. I invite you join me by making use of the evaluation process to more deeply integrate your character, competence, confidence and credibility development processes (1 Tim. 2:15).
- **Note on Paper Submissions ~ Self-Addressed SPO Envelopes.** Since seminary policy does not allow graded material to be dropped in SPO without privacy protection, all work must be submitted in a SPO self-addressed envelope large enough to contain the document without requiring folding. The professor will not return work which is not submitted in an envelope.
- **Style Stuff.** Work All work must be typed, 12 pt Times or Arial Font, Black Ink, Double-Spaced on White 8.5/11 Paper following the style manuals recommended by the seminary program to which you are apart (except in cases of submission for a publisher. In such cases, you must declare which style manual you are following).
- **Note on Proofreading.** At the graduate and doctoral levels, it should go without saying that all work should be proofread before submission, and that all work should be presented to represent one’s own work with due attribution to all others’ work used in its development. The professor reserves the right to return all papers with glaring proofing and presentation errors as unread, unmarked and graded accordingly. In some cases a resubmission option may be offered.
- **Note on Extensions.** Occasionally, our academic priorities have to be sacrificed to our personal priorities, e.g. personal, family, financial, physical responsibilities and abilities. While the professor is disposed toward a gracious understanding of these challenges, participants must demonstrate diligence EARLY in the semester for end-semester assignments. Notifying the professor’s of your need to be absent or late does not change responsibilities or penalties that fairness to all other participants who have met deadlines demands. Best policy: Do work early and often.

Assignment Checklist	Value	Description	Due
<input type="checkbox"/> CRIB Notes.	40%	5% per book, 2% per article.	“Read By” Dates
<input type="checkbox"/> Executive Leadership Reflex Interviews.	10%	5-7 Page Paper, Questionnaire	Nov 16
<input type="checkbox"/> Doulos Participation.	10%	AARS, PLRE, 720 Evals	Nov 30
<input type="checkbox"/> Organizational Learning Paper.	40%	7-10 Page Paper, Exhibits	Nov 30

Appendix A: CRIB Notes

Name

Book Title:

Date

Instructions. “C.R.I.B. Notes” stands for *Critical, Reflection, Integration of Book Notes*. CRIBs for participation, class discussion and peer instruction exercises. CRIBs are not returned. Note: Write a ½ page interaction of the text. Use 10-point, Times font.

<p>Understanding It – Descriptive Summary. Write a tight/clear summary or abstract. Not a review, but the essence of the book or issue (s) as the author or originator of the issue would describe it. You may choose to write as if you were the author or originator, in first person voice instead of third person, answering: “What I simply meant to say was...” Note: No bullets or quick or quick lists. Be insightful, extensive, summative. Impress me and your peers with your ability to say a lot with few words, leaving nothing out!</p>	<p>Connecting It - Personal Relating. In the third paragraph, write concrete stories or your own memories in anecdote: What personal case study, life story or memory did the book spark in you. You may present this as an unresolved “case study” with which you can engage your classroom peers, asking “having heard my case, what would YOU do in my position now that you have read this book?”</p>
<p>Engaging It - Critical Engagement. What questions popped to mind as I read the books? What bothered me about the book? Where do my experiences disagree with or confirm the insights? What questions are left unanswered? What might I add to this book to correct the places I disagree? What are some of your favorite/least favorite quotes, why? You must present your supported corrective on places you express criticism. Note: You must end this paragraph with a critical question to ask the class about the text. A good question will not ask for knowledge, but will stimulate your peers to reflect on some of the mysteries, assumption, shortcomings, mysteries, opportunities found within the book.</p>	<p>Owing It – Next Step Action Planning. Beyond praying, thinking, reading or reflecting (these are assumed), what creative actions do I need to take? List three things you will do in the next 90 days to make a 50% difference in your situation as it relates to your learning from this book. Note: You have to make these steps CONCRETE or risk losing this learning experience. Each next step action must have answer “how” you are going to do it, and by “when.” Example: “I intend to influence the district supervisor about lay mobilization strategies by (the how statement) by sending her a copy of this book, planning a lunch time to discuss it, and invite her to discuss this again with me in the next six months to monitor my progress with implementation at my church.</p>